DOCUMENT RESUME

ED 275 431 PS 016 133

AUTHOR Craycraft, Kenneth; Timme, Kay
TITLE Beginning Mapping Skills: A Unit of Study for Kindergarten Children. A Ten Day Unit of Study.
INSTITUTION Sam Houston State Univ., Huntsville, Tex.
PUB DATE [85]
NOTE 12p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Educational Objectives; *Instructional Materials; *Kindergarten Children; *Learning Activities; *Lesson Plans; *Map Skills; Primary Education

ABSTRACT

The purpose of this unit of study is to familiarize kindergarten children with the use of symbols to represent actual places or objects. The unit is primarily intended for kindergarten children, but can be modified for use with first grade students. Implementation of the unit should require between 10 and 12 class days. Provided are an outline of unit content; a list of objectives, including knowledge, skill, and attitude objectives; a list of learning activities; a list of materials and resources; and a note concerning student evaluation. Attachments provide graphic symbols for household and classroom furniture and equipment. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED2754431

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEGINNING MAPPING SKILLS: A UNIT OF STUDY FOR KINDERGARTEN CHILDREN

by

Kenneth Craycraft and Kay Timme
Teacher Education Center
Sam Houston State University

A Ten Day Unit of Study

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Kenneth Craycraft

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 016133

BEST COPY AVAILABLE

BEGINNING MAP SKILLS:
A UNIT OF STUDY FOR KINDERGARTEN STUDENTS

I. Introduction

A. The purpose of this unit of study is to familiarize kindergarten students with the use of symbols to represent actual places or objects.

B. This unit is primarily created for kindergarten students but can be modified to be used with first graders.

C. This unit should take between 10 and 12 class days.

II. Content Outline

A. Introduction-- The teacher will display an unfurnished model house for the students to examine. The model (symbol) will attract the children's attention and stimulate questions for discussion.

B. Identify the Contents of the Model House
   1. Names of the toy furniture
   2. Comparison of toy furniture to pictures of furniture
   3. Functions of furniture
   4. Location of furniture by room

C. Use of Symbols
   1. Basic perspective
   2. Paper cut-outs to represent toy furniture
   3. Introducing the term "Symbol"
   4. Making and reading a simple legend
   5. Importance of legends

D. Creating a Simple Map (using model house)
   1. Use of simple outlines for walls and other boundaries
   2. Use of drawn outlines to represent toy furniture
   3. Introducing the term "Map"
   4. Reviewing the skills acquired (thus far)

E. Production of a Classroom Map
   1. Identify, count and record classroom furniture and fixtures
   2. Produce paper symbols for each piece of furniture in the classroom
   3. Make a legend (including fixtures located in the room)
   4. Adding symbols to outline of the room

F. Culminating Activities--The students will produce simple maps of their rooms or homes, and will describe their maps to the class.

III. Objectives--Including Knowledge, Skills and Attitudes

Knowledge

A. After examining an unfurnished model house (see M.L. #1), the students will be able to verbally name two parts of the house.

B. After examining the toy furniture (see M.L. #2) and viewing color pictures of furniture (see M.L. #3), the students will be able to:
   1. verbally name one piece of toy furniture.
   2. match one piece of toy furniture to a photograph of real furniture.
   3. verbally state the use of one piece of furniture.
   4. verbally identify the appropriate room for a given piece of furniture.

C. After a presentation by the teacher on the use of paper cut-outs (see M. L. #5) to represent toy furniture as well as a demonstration on how to make and read a legend (see M.L. #6 & 7), the students will be able to:
   1. match one paper cut-out to the corresponding piece of toy furniture.
   2. point to a symbol on the legend and tell which piece of furniture it represents.
   3. verbally state two ways a legend is useful.

D. After the teacher demonstrates the use of a drawn outline (see M.L. #7 & 8) to represent the walls of a model house, the students will be able to:
   1. verbally identify what one outline on the drawn map represents (walls, furniture or fixtures).
   2. accurately point to the symbols representing buildings, furniture and fixtures when shown a photograph of each.

E. After an oral review of concepts learned using the model house and a review of symbols and legends, the students will be able to make a map showing the furniture in different positions (see M.L. #1-8).

F. After identifying classroom furniture, producing symbols for each piece (see M.L. #10) and making a legend (see M.L. #11), the students will be able to:
   1. match one cut-out to the corresponding piece of classroom furniture.
   2. point to one symbol on the legend and tell what it represents.

G. After a demonstration by the teacher on the making of a simple map by tracing cut-outs on an outline of the classroom (see M.L. #12), the students will be able to point to the symbols on the map that represent at least two pieces of furniture in the classroom.

Skills

A. The students will utilize listening, observational and speaking skills throughout the unit.

B. The students will demonstrate the skills of visual discrimination, symbolic representation and sequencing.

C. The students will utilize fine motor skills through tracing and the manipulation of two and three dimensional objects.

Attitudes

A. The students will develop an awareness of the need for symbolic representation of real objects.

B. The students will work cooporatively throughout the unit.

C. The students will show pride in the materials produced and/or developed.

IV. Activities in Which the Students Will Engage to Achieve Objectives

A. Motivating Activity

The teacher will place an unfurnished model house (see M.L. #1) on the floor and encourage the students to examine the exterior features. The

teacher will then remove the roof and allow each child to look inside and describe what he/she sees. The teacher will then lead a classroom discussion on the exterior and interior names of the house. Be sure to emphasize roof, floor, door, windows, walls, bathroom, kitchen, living room and bedroom. Each child should be able to name at least one part the teacher names.

B. Developmental Activities

1. Identify Contents of a Model Home--Before the lesson begins, the teacher should add the toy furniture to the model home (see M.L. # 2). With the assistance of the teacher, the children will identify each piece of the toy furniture and discuss the way it is used to represent "real" furniture (Questions to ask could be: "Could you sit on this toy chair?" or, "Is this a real table?").

Each piece of furniture will then be compared to a color photograph (see M.L.#3) of the real furniture each represents. The function of each piece will be discussed as well as which room it belongs in. Next, the teacher will place four pieces of paper on the floor (see M.L.#4) labeled by room and the students will classify each piece of furniture by room.

For evaluation purposes, the teacher will ask each child to pick up one piece of furniture; state its name and function, match it to the appropriate color photograph and tell which room it belongs in.

2. Use of Symbols--Begin by placing the furnished model house on the floor with students around it. Guide the discussion to assist the children in establishing perspective. Have the students pretend they are giants looking down on the little house and ask them to describe the shapes each piece of furniture represents. Follow this with a cut-out examples that represents each piece of furniture (see M.L.#5). Understanding should again be checked by having each child match a cut-out to a piece of furniture. Introduce the term "symbol" and explain through the the toy furniture and cut-outs. Ask what would happen if a new person entered the room and only saw the paper cut-outs. Would this person know what each symbol represents?

At this point, a discussion on the meaning and use of a simple legend should take place. Then, tape a large piece of paper (see M.L.#6&7) divided into three columns on the chalkboard or wall. In column #1, tape the color photographs of the furniture (see M.L. #3). In column

#2, tape the corresponding paper cut-outs and leave column #3 blank. Check for understanding by having each child to take one picture from column #1 and point to the correct symbol in column #2.. Have the children cut out their own symbols as further proof of understanding. The paper cut-outs may also be used to replace the furniture in the model house.

3. Basic Map Production (Model House)--Review the basic concepts of symbols and legends by examining the model house and the inserted cut-outs. The children should then be alerted that they are going to make something new. Place a large piece of paper (see M.L.#8) on the floor, the model house on the paper and trace the outline with a wide felt marker. Add symbols for doors, walls, etc. on the outline as well the legend (column #3 on M.L.#6). Be sure to discuss the uses of outlines to represent the boundaries of the house.

One at a time, remove the cut-outs from column #2 of the poster board and place in the proper location on the outline of the house. For instance, a sink must go in either the kitchen or bathroom. Continue this process until all of the symbols have been moved. Trace around and remove each symbol to make a simple map. Introduce and define the term 'map' in this simplistic manner--"A map is a drawing, using symbols, to represent something or some place that is real." Discuss the differences between a map and a photograph. Add all outlined symbols to the legend (see M.L.#6) in column three. To evaluate, let each child point to a symbol on the legend and tell what it represents. The toy furniture may also be matched to the outlines to reinforce or check for understanding. As a final check for this segment, show the students a picture of a building, a simple map, a photograph of furniture (see M.L. #9) and have each student point to the map.

4. Review and the Evaluation of Skills Related to the Map and the Model House--Orally review all of the steps taken during the developmental activities. Re-examine the model house, the furniture, the cut-outs, the color photographs, the legend and the map of the model house. Put all of these materials into a learning center. Provide pre-drawn outlines of the model house for each child. Have the students work in small groups or individually to arrange the furniture in the model house. Label and display the maps around the classroom.

5. Production of a Classroom Map--Begin by telling the students that they are going to make another map. This one will represent the classroom. With student input, list all of the classroom furniture on the chalkboard (see M.L. #12). Also, record the fixtures that are mentioned. Follow this with a classroom discussion to establish perspective ("Can we look down on our classroom like we looked down at the model house?) and determine the shape of each piece of furniture to be included. With the students' assistance, construct symbols for the fixtures and furniture.

Next, present a large paper outline of the classroom (see M.L.#14) and locate the door, window, restroom and chalkboard. Place the symbols on the outline as appropriate. To evaluate, have each child point to a symbol on the classroom map, point to the same symbol on the legend and state what it represents.

C. Culminating Activities

Each student will be given one piece of paper (see M.L.#15), construction materials (see M.L.#16) and ditto sheets printed with cut-outs (see M.L.#1&2) representing a variety of furniture. The class will point to and discuss, each drawing on the ditto, and determine what each one represents. The students will then draw boundaries on blank paper and cut out the pieces of furniture they would like to include on their maps. As the students complete their maps, they will explain to the teacher and to the other students.

V. Materials and Resources

1. Model house--use a large box with sides approximately four to six inches in height. Decorate the outside of the box to look like a house. Cut a door and add cardboard walls inside the house. The roof (lid) will need to be removed during the discussion.

2. Doll house furniture--beds, chairs, tables, etc. (Fisher Price may be used if available).

3. Color photgraphs of actual furniture--there should be a photograph for each piece of doll furniture used. These may be acquired from a furniture store.

4. Four pieces of construction paper--one labeled kitchen, bedroom, living room and bathroom.

5. Paper cut-outs to correspond to each piece of toy furniture. Make two cut-outs for each piece (top view) as one set will be used to make a legend.

6. A large piece of paper (3' X 3') divided into three columns.

7. Pencil, paper and tape.

8. Two pieces of paper, larger than the base of the doll house.

9. Photograph of a building, photograph of furniture and a simple map of a house (see Attachment #3).

10. Pre-drawn outlines of the model house (one for each student).

11. Chalkboard and chalk.

12. Cut-outs representing each piece of classroom furniture.

13. Large piece of paper for the legend.

14. Large piece of paper with pre-drawn outline of classroom.

15. 12" X 18" pieces of manila paper for each child.

16. Crayons, pencils, rulers, scissors and glue.

VI. Evaluation Procedures

1. The students will be evaluated during and after each activity.

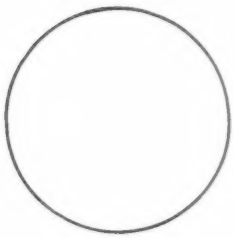
2. The students will demonstrate understanding of concepts by participating in group discussions and by answering oral questions.

3. Students will be evaluated by their abilities to create some type of map during the culminating activities.

Attachment #1

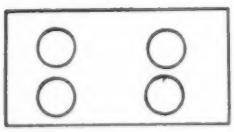
KITCHEN

table

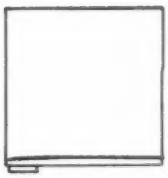


chairs

stove



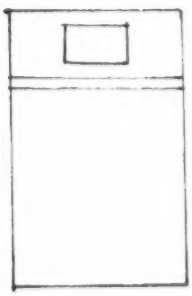
refrigerator



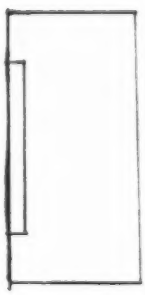
sink

BEDROOM

bed



dresser



chest

Attachment #2

BATHROOM

toilet

sink

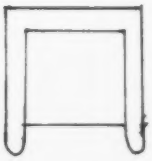
bathtub

LIVING ROOM

television

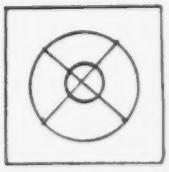
couch

chair



coffee table

end table



Attachment #3